

Geography and History of the World



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Today

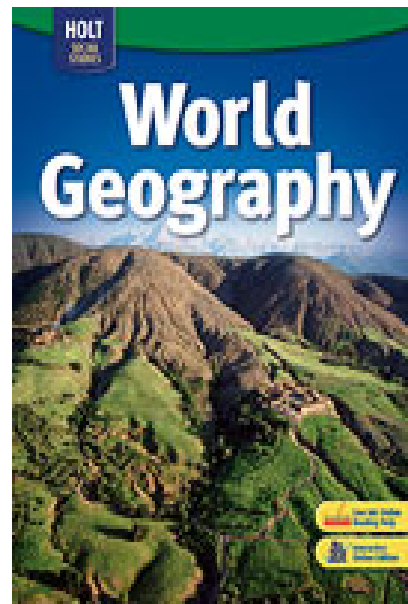
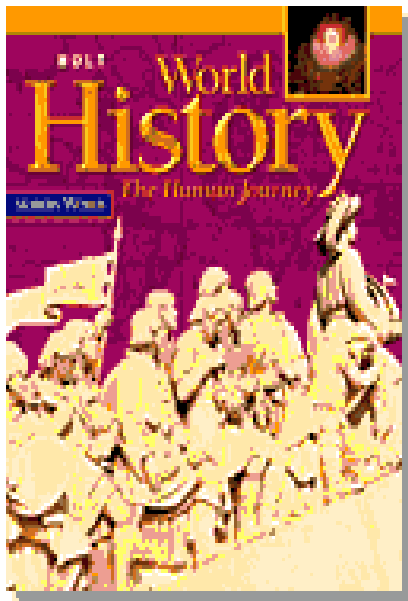
- ✦ Quick small group discussions
- ✦ Textbook publishers – bundles of World History and World Geography texts with GHW standards and indicators inserts and teaching ideas – “affordable”
- ✦ Additional resource possibilities
- ✦ New web portal
 - Slow due to lack of money for technical experts
 - Keep a look-out
 - Anything that you want to contribute can be easily added



Small Group Discussion Items

1. Looking through the GHW standards and indicators, how do you (would you) organize the course?
2. What types of themes (both geographic and historic) are apparent in the GHW standards?
3. List some clear connections within the GHW standards and indicators between history and geography.
4. List some unclear connections within the GHW S&I between history and geography.
5. Identify challenges to teaching the GHW course.
6. Identify a “wish-list” to help teach the course.

TEXTBOOKS ?????



Textbook publishers will create “bundles”: revised World History text plus revised World Geography text with separate inserts incorporating the GHW standards and activity ideas. Through the grapevine, will be marginally more than the one WH text.

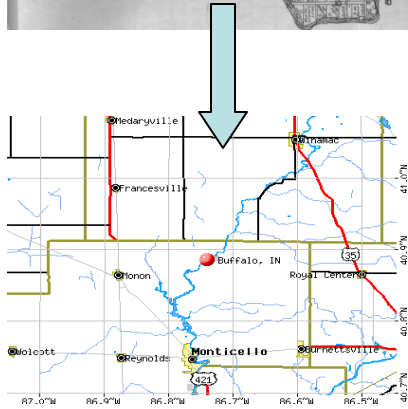
Possible Resources to teach GHW

- IDOE web site (http://www.doe.state.in.us/opd/social_studies/geo_hist.htm)
- Population Reference Bureau (<http://www.prb.org/>)
- The World Bank (<http://www.worldbank.org/>)
- U.S. Census Bureau (<http://www.census.gov/>)
- National Register of Historic Places (IN) (<http://www.nationalregisterofhistoricplaces.com/IN/state.html>)
- The Choices Program (<http://www.choices.edu/orderlist.cfm?sort=alpha>)
- IUPUI Library Digital Archives (<http://www.ulib.iupui.edu/digitalcollections/collections.html>)
- USGS (Earth as Art) (<http://earthasart.gsfc.nasa.gov/index.htm>)
- Economics of Baseball (http://www.baseballhalloffame.org/education/experience/thematic_units/economics.html)
- Exports.gov (http://ita.doc.gov/td/industry/otea/state_reports/indiana.html#Markets)
- National Council for Geographic Education (<http://www.ncge.org/>)
- National Council for History Education (<http://www.nche.net/page28/page28.html>)
- Indianapolis/Marion County GIS (<http://imaps.indygov.org/prod/GeneralViewer/viewer.htm>)
- Indiana Geographic Information Council (<http://www.igic.org>)
- Discovery lessons (<http://school.discovery.com/lessonplans/worldhis.html#9-12>)
- Mission Geography (NASA – 3 lessons) (<http://missiongeography.org/912master.htm>)
- National Geographic Society (<http://www.nationalgeographic.com/>)

Geography and History of the World

*Preparing Indiana students
for their twenty-first century,
global community!*

*Better understanding the
history and geography of the
world ...*



a new web portal resource – visit <http://www.iupui.edu/~geni>

The eminent historical geographer, Donald Meinig, views geography and history as complementary and interdependent, “bound together by the very nature of things.” This relationship, he states, “is implied by such common terms as space and time, area and era, places and events, pairs that are fundamentally inseparable. In practice the two fields are differentiated by the proportionate emphasis each gives to these terms.” However, he warns that it is important to realize that “geography is not just a physical stage for the historical drama, not just a set of facts about the earth. It is a special way of looking at the world. Geography, like history, is an age-old and essential strategy for thinking about large and complex matters.”

*... to prepare
for tomorrow.*



Providing Connections to Content – one example



Geography and Poverty: A Case Study in Mozambique

Meet Dr. Rick Bein from the Geography Department at IUPUI and join his adventure. Teachers and students can follow his travels and research. If you would like to contact Dr. Bein, simply write to him at rbein@iupui.edu. Share the article on Dr. Bein's Sabatical, the maps provided, and photos he has sent to give your students an introduction to his travel and the purpose behind it.



Rick drinking from a vine.

Local water pump.



Rick with some village children.



Women at a local bore (water) access hole.



Woman making cacana.

FOUR STORY AGRICULTURE - F. L. Bein & Christopher Hill

Four story agriculture in Inhambani Province of Mozambique occurs where the same land contains many useful plants that grow to a range of different heights. The top level is occupied by widely spaced coconut palms towering over the other plants. In the next level down are sparse fruit trees, mainly cashews, but also oranges, tangerines and wild fruit trees. Under that are crops reaching up to three meters that mature after one year's time like bananas, papayas, and cassava. On the ground are crops that are harvested within five months after planting and include beans, peanuts, maize and vegetables. All these plants growing together simulate the high biodiversity of a natural system by spatially filling horizontal and vertical niches of this agro-ecosystem. This system has evolved over the last 1000 years as Inhambani farmers have adopted this survival strategy from their native crops mixed with exotics whenever they became adaptively available. Only the beans, sorghum and wild fruit trees are native to Africa while introductions first from Asia and then from America were added. Coconuts and cashews are the main cash crops while alcohol distilled from fermented fruits is used for barter. Most everything else is grown to feed the family. However, some of the coconut products and cashews are eaten, and when the price of another crop, like peanuts, increases and they sell it rather than eat it.

Historically four story agriculture offered many options so farmers could provide for themselves when crops failed or markets collapsed. It helped them survive many years of political instability and a two decade long civil war. The diversity of crop production distributed food and income over a greater period of the year. The diversity of foods offered a self sufficient nutritious diet. The system offered a conservative strategy that has served them time and time again. The different crops support each other with nutrients, particularly when the legumes like beans and peanuts deposit nitrogen in the nutrient starved soil. The hot desiccating tropical sun can be ameliorated when the shade of the coconuts and fruit trees reduce evaporation and make more moisture available for the lower growing crops. Erosion control is effective with the constant vegetative ground cover. The higher biodiversity prevents pest and disease problems which would have been invited by monoculture. For the two lower levels, fallow periods also help control for pests and diseases while effectively providing space for livestock to graze.

As a type of intercropping or agro forestry that prevails though out the tropics, this observed four story agriculture of Inhambani is a case study worthy of understanding. Four story farming is a survival strategy that was successful before and during the political instability in Mozambique, but now that stability and prosperity has arrived, the strategy may begin to lose its meaning among its practitioners and may be perceived as no longer necessary. As Mozambique goes through its gradual recovery from the long civil war with the implementation and rebuilding of infrastructure, the development of agro industries and educating its people there is a danger of abandoning this time honored four story farming system. As inroads of modernization involve the people into the global economy, there is less incentive to pursue the informal economy of the multifaceted self sufficient farming traditions but instead turn to the specialized employment of an industrial wage. The transition involves changing the farmers from self sufficient masters of their own lives into dependents of a new system in which they do not understand nor have any control. Such a process is not new and has already overcome most of the world. **What is important is to capture the technology of the four story agriculture system of Inhambani Province of Mozambique before it gives way to new world order.**



In the photo the palms can be seen towering over the fruit trees, which in turn partially shade the cassava plants. The emerging squash plants capture the remaining sun light that reaches the ground.



Defining Poverty: Using Africa as an Example

Providing Connections to

By: Orvil Schlatter, Geography Educator and Geographer
North Side High School, Fort Wayne

Purpose: In order to enable students with the skills, tools, and deductive abilities to better define poverty, a research activity utilizing the latest statistical data from the *World Bank* or the *Population Reference Bureau* will be undertaken.

Curriculum



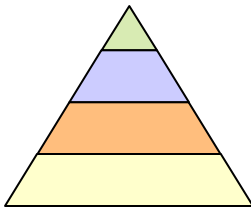
Grade Level(s): 9-12 (can be adapted for middle grades)

Session(s): I allow a couple of weeks of intermittent work on the project in order to allow the students more time to absorb and process the information.

Objectives: Upon completion of the “defining poverty” activities, students will be able to

1. identify the continent of Africa, the many countries of Africa, and key physical features on a world map,
2. know “how” to locate data/information regarding countries of the world from the Population Reference Bureau, the World Bank or other reliable sources,
3. interpret the data available,
4. understand the various relationships of the data, and
5. create an equation that helps to define poverty.

Academic Standards



Academic Standards:

Indiana

World Geography

- 1.7 Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision-making.
- 2.7 Give examples of critical issues that may be region-specific and others that cross regional boundaries.
- 3.5 Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.
- 3.6 Integrate understandings concerning the physical processes that shape Earth’s surface and result in existing forms: plate tectonics, mountain building, erosion, and deposition.
- 3.7 Give specific examples, in terms of places where they occur, of the physical processes that shape Earth’s surface.

Defining Poverty: Using Africa as an Example (*continued*)

- 4.1 Explain the concept of population dynamics and, through maps, establish world patterns of population distribution, density, and growth. Relate population growth rates to health statistics, food supply, or other measures of well-being. Understand that patterns differ not only among countries but also among regions within a single country.
 - 4.3 Hypothesize about the impact of push/pull factors on human migration in selected regions and about the changes in these factors over time.
 - 4.12 Classify the world's countries in terms of levels of economic development, as determined by Gross Domestic Product (GDP) per capita and key demographic and social indicators. Map and analyze the results.
 - 4.13 Explain the meaning of the word *infrastructure* and analyze its relationship to a country's level of development.
 - 4.14 Devise ways of illustrating the economic interdependence of countries and regions.
 - 4.17 Explain how different points of view influence policies relating to the use and management of Earth's resources.
 - 4.18 Identify international organizations of global power and influence (North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN) and form committees to report on the influence and limits to influence that each experiences.
- 5.3 Examine ways that people in different parts of the world have adapted to the physical environment.
- 5.6 Analyze examples of changes in the physical environment that have reduced the capacity of the environment to support human activity.
- 5.8 Analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and nonrenewable resources.

Geography and History of the World

- 3.2 Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.
- 4.4 Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.
- 5.2 Describe, using maps, timelines, and/or other graphic presentations, the world-wide trend toward urbanization. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.
- 5.5 Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.
- 7.1 Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist**, racial, ethnic, religious, economic, and resource concerns that generally involve agreements and disagreements related to territory on earth's surface.
- 7.4 Prepare maps, timelines, and/or other graphic representations to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe why each was established. Assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.
- 10. 1 Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination***** of internal and foreign affairs. Analyze the relationship between nations and the states in which they lie.
- 12.2 Explain the concepts of linear* and exponential** growth. Apply these concepts to geographical themes and analyze the consequences of various human responses to these trends.

Defining Poverty: Using Africa as an Example *(continued)*

National Geography

1. How to use maps and other geographic representations, tools and technologies to acquire, process and report information from a spatial perspective.
3. How to analyze the spatial organization of people, places and environments on Earth's surface.
4. The physical and human characteristics of places.
9. The characteristics, distribution, and migration of human populations on Earth's surface.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The processes, patterns and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division of control of Earth's surface.
15. How physical systems affect human systems.
18. How to apply geography to interpret the present and plan for the future.

Materials Required:

- Access to the Internet/computer lab and printer
- Use of Population Reference Bureau, World Bank or other web sites
- Atlases
- Maps of Africa

Defining Poverty: Using Africa as an Example (*continued*)

Procedures

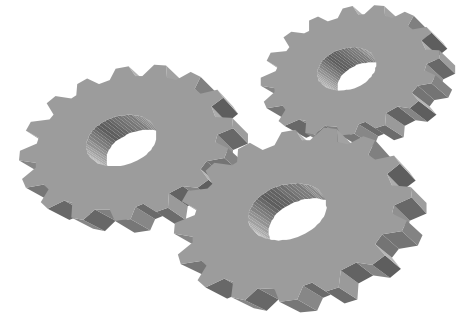
1. As a class, have the students identify the continent of Africa on a world map and on a globe. Review the basic physical features of Africa: equatorial path, rain forests, deserts, oceans, mountains, water supplies, Great Rift...
2. Tell the students that they are now economic geographers with the World Bank, and their job is to determine a better mechanism to determine poverty. Discuss poverty: their concepts and mental images.
3. Explain to the students the purpose and objectives to the activity that they are about to undertake and the assessment goals.
4. Allow the students, in small groups or as individuals, to choose a particular country in Africa about which they will conduct research. Particular focus should be paid to those countries south of the Sahel.
5. Allow the students to research on the Internet the country of their choice. Have the students print the statistical data, of their country, outlining the current economic and health statistics (from the Population Reference Bureau or other source).
6. Guide the students through the statistical data: understanding acronyms, understanding numbers/ranges, utilizing visual graphics... Allow the students to discuss among themselves the information and the relationships that they see among the data. Assist with making better connections among the data.
7. The students will choose seven points/markers/indicators to incorporate into an equation to determine levels of poverty. The students will define ranges of poverty (or no poverty) utilizing the markers/indicators as an addition problem.
8. Ultimately, the small groups, or individual students, will present a “poster” or power point (five to ten slides) about their country, will share their mechanism (equation) for determining poverty, and will defend their mechanism.
9. A master list of the equations will be made. The commonalities and differences in the various equations will be noted. If desired, a “final” equation may be developed as a result of the individual equations and subsequent discussions. Apply the poverty ranges to the final equation.

Defining Poverty: Using Africa as an Example *(continued)*

Assessment/Evaluation

1. Each group (individual) develops an “equation” (with seven points) to best determine poverty, from their perspective.
2. Each group (individual) must defend (at least ten valid reasons) their mechanism (equation) to determine poverty.

Assessment Possibilities



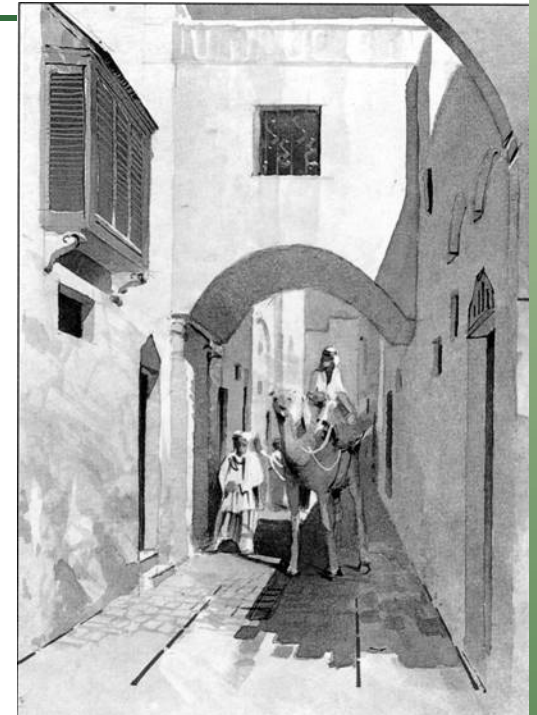
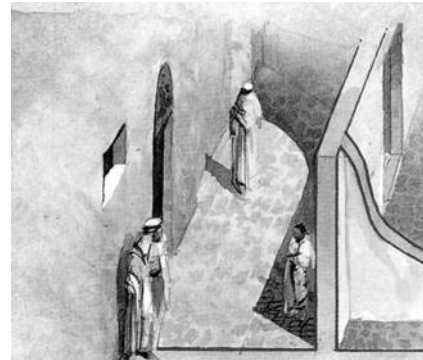
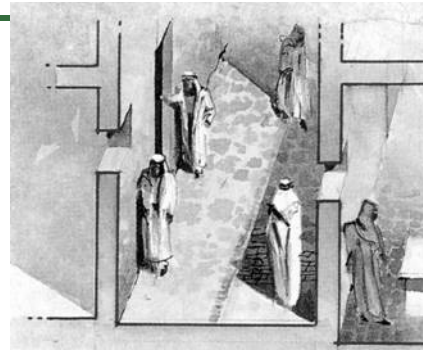
Adaptations/Extensions

Apply the same procedures to Indiana or the United States, Latin America or Asia.

Thinking geographically about cities

- The geographer's meditation: Pattern and process (repeat as necessary)
- Wanted: a good place for a city
- Central places
- Within the city: transport eras
- People in (city) space

Traditional Islamic City Design



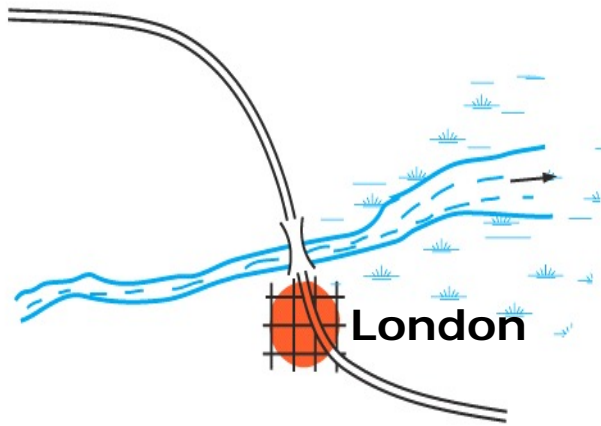


Coordination of Indiana GIS through dissemination of data and data products, education and outreach, adoption of standards, and building partnerships



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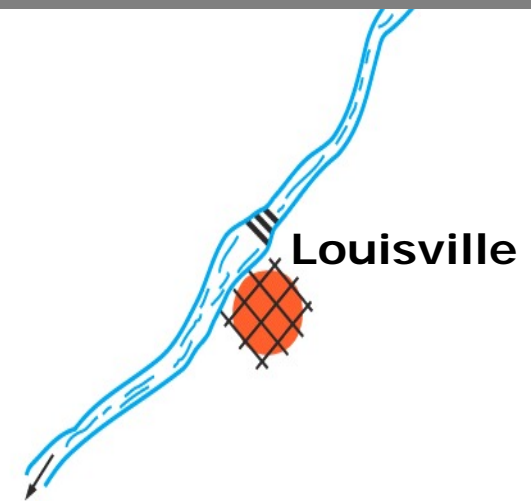
Trade-route city sites



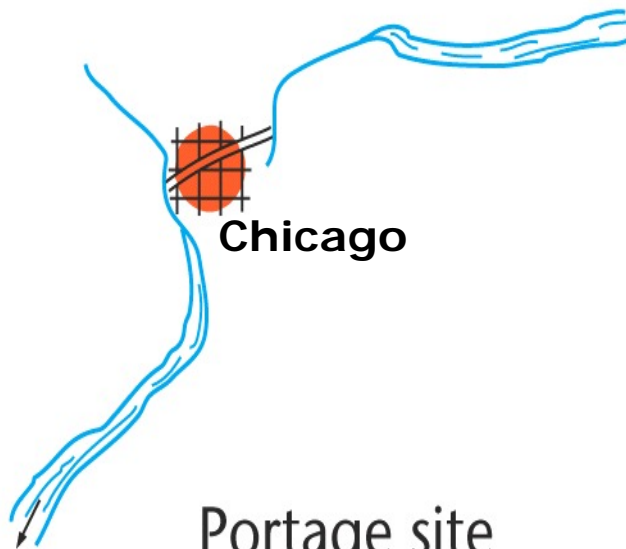
Bridge-point site



Confluence site



Head-of-navigation site



Portage site



City



Waterfall



Road



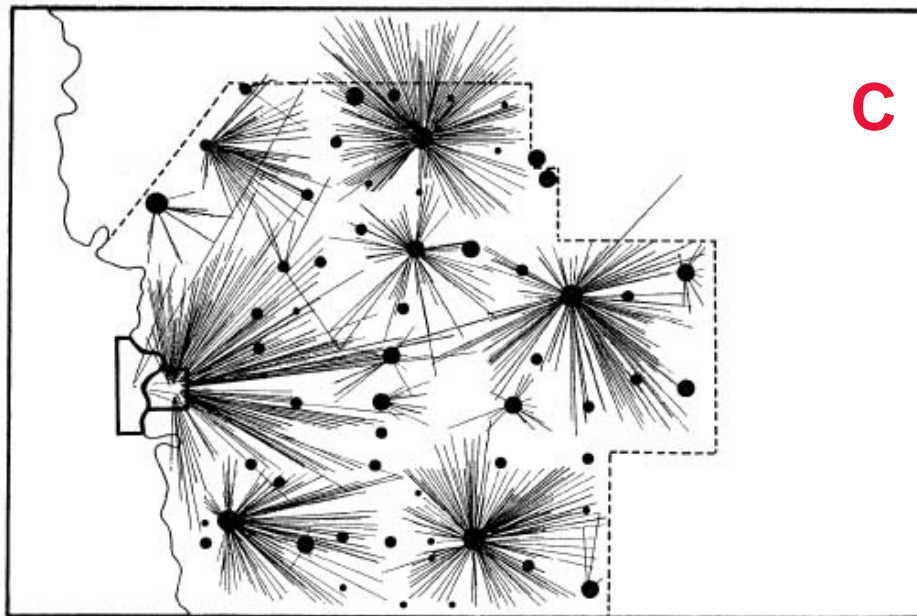
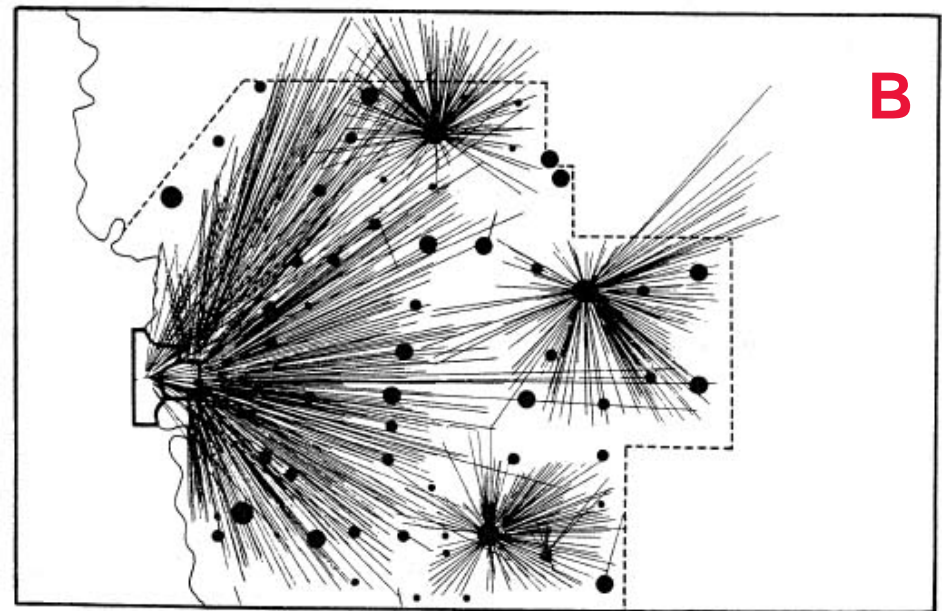
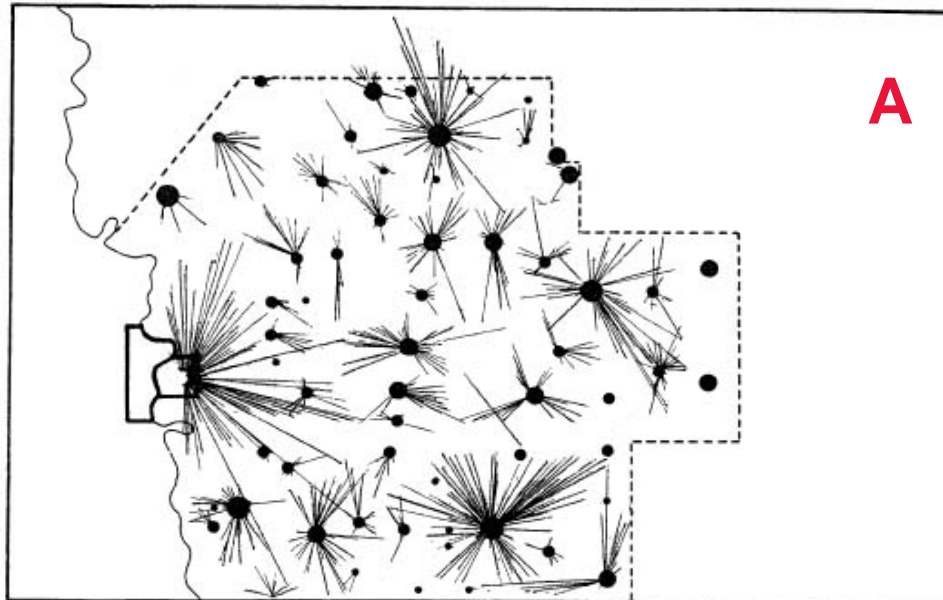
Marsh

Mont St. Michel, France: What kind of defensive site?



Note: Armies of invading tourists!

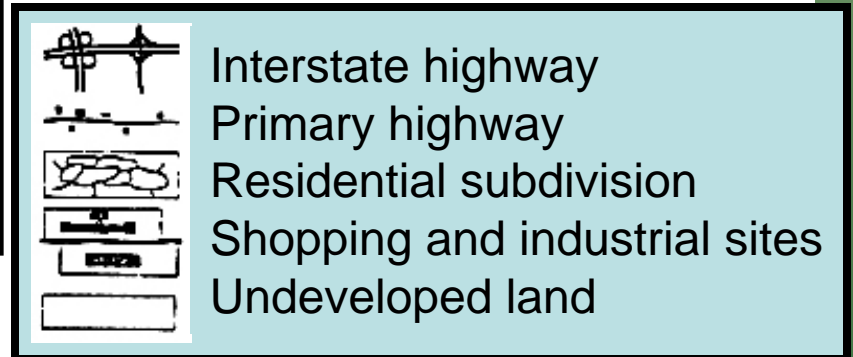
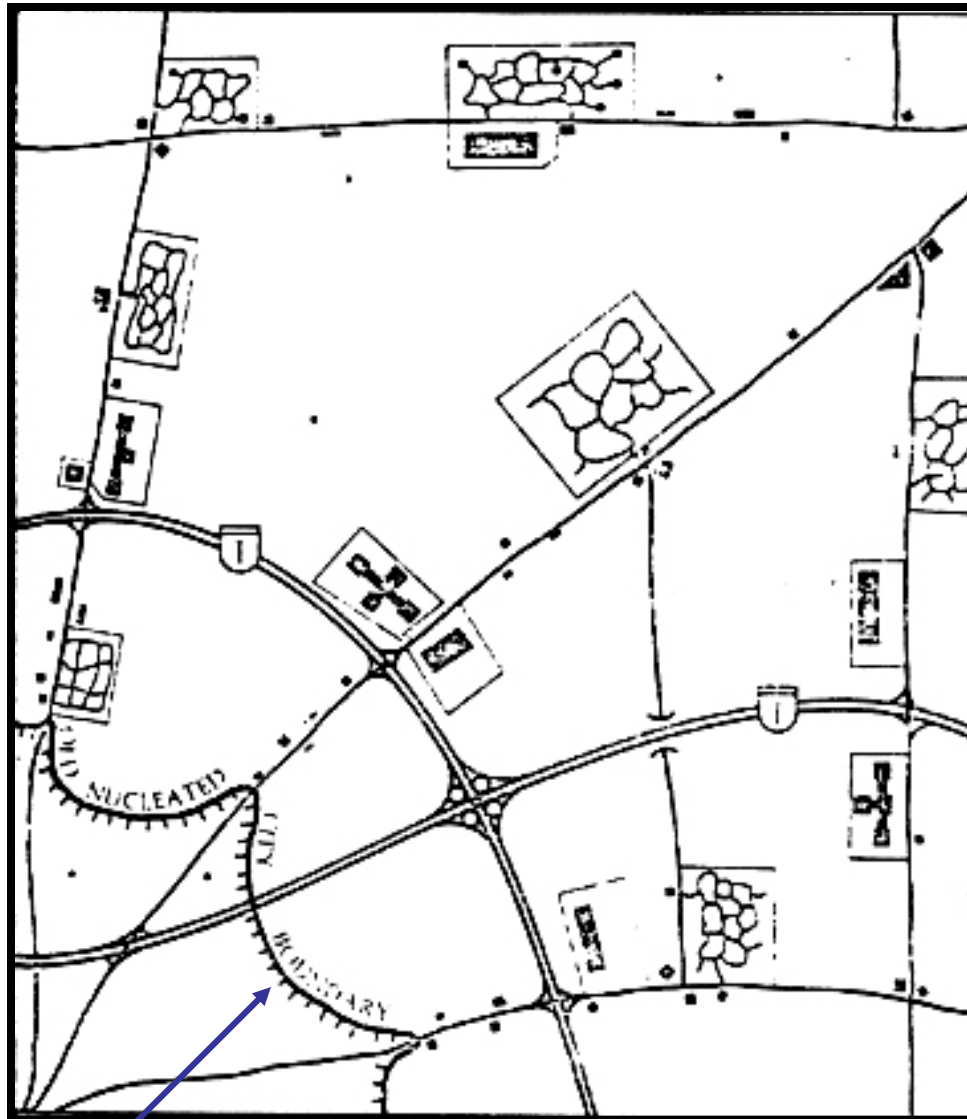
Coordination of Indiana GIS through dissemination of data and data products, education and outreach, adoption of standards, and building partnerships



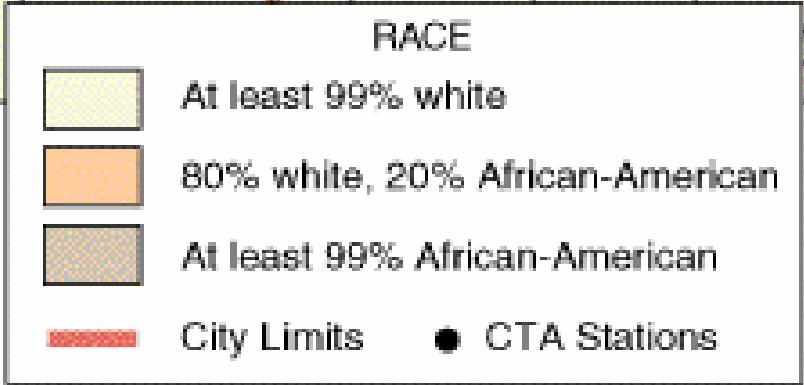
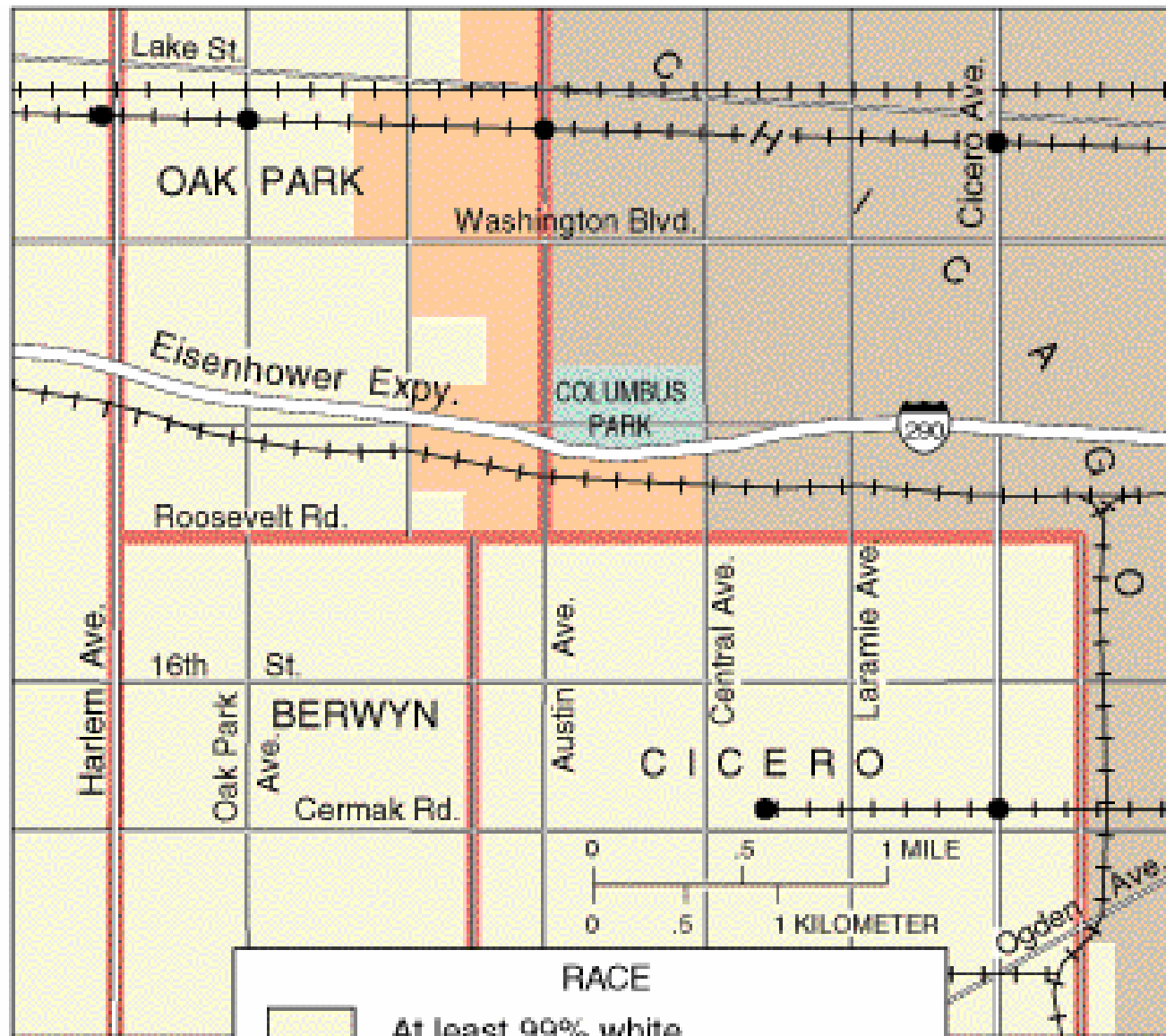
Farmers' shopping preferences in southwest Iowa, 1934.

Which map represents trips to hospitals? Food? Lawyers?

Contemporary American city galactic, sprawling pattern



note: boundary of old city



In order to help you, we need you to share
any ideas, resources, activities that work
in your classroom!

THANK YOU!